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ABSTRACT

The module clusters in this booklet are products of a pilot project sponsored by the Joint Teacher Education Committee of the Connecticut State Department of Education and the Commission for Higher Education. The five modules integrate theory and practice in teacher education. The first module, Preparation for Teaching and Personal Qualities, allows the student teacher to develop and evaluate his own personality and personal qualities as they relate to a career in teaching. Completion of the second module, Instructional Process, results in teacher competencies that enable the successful functioning of the classroom instructor. The third module, Reading Instruction, enables the teacher to implement specialized competencies in the teaching of reading. The fourth module, Math Instruction, provides for the implementation of specialized competencies in teaching math. The last module, Professional Relationships, emphasizes the interaction of teachers with peers, administration, staff, pupils, and the community. All of the modules present specific objectives, preassessment techniques, enabling activities, and postassessment techniques. (BRB)

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THE EASTERN CONNECTICUT STATE COLLEGE/LEDYARD SCHOOL SYSTEM

PBTE PILOT PROJECT

1972-73

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THE EASTERN CONNECTICUT STATE COLLEGE/LEDYARD SCHOOL SYSTEM

PBTE PILOT PROJECT

1972-73

Foreword - The module clusters that appear in the appendices of this booklet are the products of a pilot project sponsored by the Joint Teacher Education Committee of the Connecticut State Department of Education and the Commission for Higher Education. This grant was awarded to Eastern Connecticut State College and the Ledyard Public School System for the purpose of instituting a program whereby theory and practice in teacher education would be integrated. The module clusters were produced by utilization of committee effort, student effort, and evaluation of practices tested during the 1972-73 academic year.

Overview of the 1972-73 Year - The steering committee for the pilot project, and its active participants, were representatives of Eastern Connecticut State College, the Ledyard School System, and the staffs of the two Ledyard elementary schools which participated in the project. On the committee were:

Mr. Thomas Arico - Teacher, Joliet W. Long School
Mrs. Elizabeth Wallace - Teacher, Joliet W. Long School
Mr. Peter Swatsburg - Principal, Joliet W. Long School
Mrs. Carolyn Beal - Teacher, Ledyard Center School
Mrs. Ann Carroll - Teacher, Ledyard Center School
Miss Judith Morgan - Teacher, Ledyard Center School
Mr. Arthur A. Silva, Jr. - Principal, Ledyard Center School
Mr. Anthony J. Strazzo - Superintendent of Schools, Ledyard
Dr. Edgar P. Martin - Education Division, Eastern Conn. State College
Dr. William Billingham - Education Division, Eastern Connecticut State College

This group met regularly during the fall of 1972 to develop procedures for working together and a plan of action to produce a competency-based program for ECSC student teachers. This process included:

1. a workshop on how to write behavioral objectives
2. a brainstorming session to determine lists of competencies for (a) student teachers and (b) elementary school children
3. meetings to: (a) rank items in order of importance, (b) write competency statements, and (c) put the statements into behavioral terms.

The completed list of behavioral objectives was field-tested with twelve ECSC student teachers in the spring semester, 1973. Areas of competency included; Reading Instruction, Empathy and Sensitivity, Knowledge of Self, Innovativeness and Professionalism. Listed with each of the objectives was a series of activities (enablers) which the student teachers could carry out in order to achieve the objective.

In May 1973 two all-day meetings were held wherein the objectives were assessed according to their suitability, practicability and scope. The information gathered from these sessions helped determine the tasks undertaken in the Summer Workshop, during which several of the participants from the steering committee and two other Ledyard teachers who not previously been involved in the project produced the following sets of module clusters (appearing in the Appendices):

1. Preparation for Teaching and Personal Qualities
2. Professional Relationships
3. The Instructional Process
4. Reading Instruction
5. Mathematics Instruction (Incomplete)

These module clusters are being field-tested during the fa-l of 1973 with theirty-six student and cooperating teachers in Ledyard and at the F. R. Noble School in Willimantic (The Eastern Connecticut State College Campus School). With the continuation of the project additional module clusters will be completed and tested in selected schools in eastern Connecticut.

APPENDIX A

Module Cluster: Preparation for Teaching and Personal Qualities

Reference: ELP
TPQ

Program: Eastern Connecticut State College, Willimantic, Connecticut
and
Ledyard School System, Ledyard, Connecticut

Component: Student Teaching in the Elementary School

Module Cluster: Preparation for Teaching
and
Personal Qualities

Developers: Mr. Thomas F. Arico, Juliet W. Long School, Ledyard

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Mrs. Madelyn Mammone, Juliet W. Long School, Ledyard

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Director: Dr. William E. Billingham, Eastern Connecticut State College, Willimantic, Connecticut

Date of Development: Summer 1973

8/15/73

T.F.A.
E.P.M.

Preparation for Teaching
and
Personal Qualities

Cluster Overview

The general objective of this module cluster is to provide the student teacher the opportunity to develop and evaluate his own personality and personal qualities as they relate to a career in teaching.

Cluster prerequisites

Official acceptance into the student teaching program

Modules Within Cluster

TPQ-001-ELP---Mastery of subject matter

TPQ-002-ELP---General Knowledge

TPQ-003-ELP---Written and Spoken English

TPQ-004-ELP---Strengths and Weaknesses

TPQ-005-ELP---Enrichment of Program

TPQ-006-ELP---Strengthen Weak Areas

TPQ-007-ELP---Positive Feelings About Self

TPQ-008-ELP---Sense of Humor

TPQ-009-ELP---Flexibility

TPQ-010-ELP---Enthusiasm

TPQ-011-ELP---Voice Quality

TPQ-012-ELP---Creativity

TPQ-013-ELP---Accept Constructive Criticism

TPQ-014-ELP---Self-Concept

TPQ-015-ELP---Open Relationship with Pupils

TPQ-001-ELP	Ach	NA	NU
	1 2 3	4	5

Objective

The student teacher will demonstrate his mastery of subject matter as related to his present teaching assignment.

Pre-Assessment

none

Enabling Activities

1. review basal texts subject matter (math, social studies, reading, science)
2. confer and discuss with peers, cooperating teachers, or specialists to obtain basic skills
3. provide student teacher options

Post-Assessment

During the course of the student period the student teacher will be observed and evaluated by the cooperating teacher as to his mastery of subject matter in the following situations:

1. during interaction with pupils
2. in lesson planning
3. in relationships with professionals

TPC-002-ELP

Ach 1 2 3 | NA 4 | NU 5

Objective

The student teacher will demonstrate that he possesses general knowledge.

Pre-Assessment

none

Enabling Activities

1. read daily newspapers
2. read weekly news magazines
3. view and listen to mass media presentations (T.V., radio)
4. enroll in elective courses in weak areas
5. participate in in-service programs
6. provide options

Post-Assessment

The student teacher will be evaluated by observations and discussions with the cooperating teacher.

TPQ-003-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will use written and spoken English appropriate to the situation.

Pre-Assessment

none

Enabling Activities

1. review basic English grammar skills
2. use tape (audio/video) to self-evaluate and correct speech mannerism.
3. enroll in elective courses in the English area
4. practice penmanship through programmed materials
5. suggest student teacher options

Post-Assessment

The student teacher will be observed and evaluated by a cooperating teacher.

TPQ-004-ELP

Ach 1 2 3 NA 4 NU 5

Objective

The student teacher will demonstrate that he knows his own strengths and weaknesses.

Pre-Assessment

See post-assessment.

Enabling Activities

1. list positive personal qualities
2. list negative personal qualities
3. provide student options

Post-Assessment

In a conference with the cooperating teacher the student teacher will identify his strengths and weaknesses and give rationale for his choices. Competency will be judged on the rationale.

TPQ-C05-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will capitalize upon his strengths to enrich the program.

Pre-Assessment

none

Enabling Activities

1. see module TPQ-001 and TPQ-002
2. involve self in extracurricular activities
3. offer suggestions for options

Post-Assessment

The student teacher will submit written or oral rationale to the cooperating teacher for evaluation. The cooperating teacher will observe the student teacher.

TPQ-006-ELP

Ach 1 2 3 | NA 4 | NU 5

Objective

The student teacher will seek remedies and help in weak areas or use alternate means of coping.

Pre-Assessment

successful completion of modules TPQ-001, 002, 005, 007, 010

Enabling Activities

1. see modules TPQ-001, 002, 005, 007, 010
2. confer with peers, or other professionals
3. suggest options

Post-Assessment

1. The student teacher will be observed and evaluated by the cooperating teacher.

2. The student teacher will submit a written or oral rationale to the cooperating teacher for evaluation.

TPQ-007-ELP	Ach	NA	NU
	1 2 3	4	5

Objective

The student teacher will demonstrate that he possesses positive feelings about himself.

Pre-Assessment

see post-assessment

Enabling Activities

1. read Greenberg Teaching with Feeling
2. read and review materials dealing with the self.
3. suggest options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TPQ-008-ELP	Ach			NA	NU
	1	2	3	4	5

Objective

The student teacher will demonstrate that he possesses a sense of humor.

Pre-Assessment

see post-assessment

Enabling Activities

1. tell a joke in a classroom situation
2. read Greenberg Teaching with Feeling
3. suggest options

Post-Assessment

The student teacher will be observed and interviewed by the cooperating teacher.

TPQ-009-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate flexibility.

Pre-Assessment

none

Enabling Activities

1. offer prompt and positive reaction to spontaneous situations
2. offer prompt and positive reaction to emotional and/or social situations
3. offer option suggestions

Post-Assessment

The student teacher will be observed and interviewed by the cooperating teacher.

TPQ-010-ELP	Ach			NA	NU
	1	2	3	4	5

Objective

The student teacher will demonstrate enthusiasm.

Pre-Assessment

see post-assessment

Enabling Activities

1. observe master teacher
2. involve self in extracurricular activities
3. suggest options

Post-Assessment

The student teacher will be observed and interviewed by the cooperating teacher.

TPQ-011-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will maintain and/or improve voice qualities.

Pre-Assessment

see post-assessment

Enabling Activities

1. tape and evaluate own voice
2. enroll in a speech course
3. suggest options

Post-Assessment

The student teacher will be listened to and evaluated by the cooperating teacher.

TPQ-012-ELP	Ach	NA	NU
	1 2 3	4	5

Objective

The student teacher will teach in a creative manner.

Pre-Assessment

none

Enabling Activities

1. read Kohl *The Open Classroom*
2. read Hopkins *Let Them Be Themselves*
3. read Kaplan et als. *Change for Children*
4. suggest options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TPQ-013-ELP	Ach			NA	NU
	1	2	3	4	5

Objective

The student teacher will demonstrate that he accepts constructive criticism.

Pre-Assessment

none

Enabling Activities

1. suggest options
2. read Greenberg Teaching with Feeling

Post-Assessment

The student teacher will be observed and interviewed by the cooperating teacher.

TPQ-014-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate that he has accepted and identified the self-concept of each pupil.

Pre-Assessment

none

Enabling Activities

1. read Glasser Schools Without Failure
2. read Holt How Children Fail
3. read Holt How Children Learn
4. read Holt The Underachieving School
5. find alternatives

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher. (in-class observation or video tape)

TPQ-015-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate an open and relaxed relationship with pupils.

Pre-Assessment

none

Enabling Activities

1. read from Holt, Kohl, and V. Rogers
2. respond in an encouraging manner to children's questions and answers at all times
3. communicate non-verbally in a humanistic manner
4. read Nyquist Open Education Handbook for Parents and Teacher
5. suggest alternatives

Post-Assessment

The student teacher will be observed and interviewed by the cooperating teacher.

APPENDIX B

Module Cluster: Instructional Process

REFERENCE: ELP
TIP

PROGRAM: Eastern Connecticut State College, Willimantic, Connecticut
and
Ledyard School System, Ledyard, Connecticut

COMPONENT: Student Teaching in the Elementary School

MODULE CLUSTER: Instructional Process

DEVELOPERS: Mr. Thomas F. Arico, Juliet W. Long School, Ledyard
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Director: Dr. William E. Billingham, Eastern Connecticut State College
Willimantic, Connecticut

DATE OF DEVELOPMENT: Summer 1973

8/15/73
T.F.A.
E.P.M.

Instructional Process

Overview

Upon completion of this module cluster the student teacher will have developed competencies in the teaching process which will enable him to function successfully as a classroom instructor.

Cluster Prerequisites

Official acceptance into the student teaching program.

Modules Within the Cluster

TIP-001-ELP---Module Units
TIP-002-ELP---Specific Objective
TIP-003-ELP---Adjunct Personnel
TIP-004-ELP---Learning Centers
TIP-005-ELP---Teaching Aids
TIP-006-ELP---Learning Disabilities
TIP-007-ELP---Learning Styles
TIP-008-ELP---Assess Pupils' Development
TIP-009-ELP---Pupil Placement
TIP-010-ELP---Critical Thinking
TIP-011-ELP---Pupil Interaction
TIP-012-ELP---Giving Directions
TIP-013-ELP---Questioning Techniques
TIP-014-ELP---Student Ability
TIP-015-ELP---Sequence
TIP-016-ELP---Discussion
TIP-017-ELP---Rapport with Students
TIP-018-ELP---Pupil Behavior
TIP-019-ELP---Mutual Respect
TIP-020-ELP---Climate for Reciprocal Learning
TIP-021-ELP---Creative Atmosphere
TIP-022-ELP---Children's Creativeness
TIP-023-ELP---Consistency
TIP-024-ELP---Preparation
TIP-025-ELP---Classroom Organization
TIP-026-ELP---Classroom Atmosphere
TIP-0270ELP---Physical Setting of the Classroom

TIP-001-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate that he has developed module units or other acceptable formats which include general overview, objectives, prerequisites, pre and post assessments and enabling activities in each curricular area.

Pre-Assessment

see post-assessment

Enabling Activities

1) read Mager Preparing Instructional Objectives

2) read Harty and Monroe Objectives for Instructional Programs

3) read Popham and Baker Preparing Instructional Sequence

Post-Assessment

The student teacher will submit a module cluster to the cooperating teacher for evaluation.

TIP-002-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate that he has prepared and catalogued appropriate materials to meet specific objectives.

Pre-Assessment

see post-assessment.

Enabling Activities

1) see enabling activities module TIP-001

2) consult supervising teacher for specific school procedure

3) keep a folder of all prepared materials

4) suggest alternatives

Post-Assessment

The student teacher will submit completed lesson plans with a list of resource materials to the cooperating teacher.

TIP-003-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate that he has a definite plan for the utilization of adjunct classroom personnel.

Pre-Assessment

see post-assessment.

Enabling Activities

1) read Carter and Dopper School Volunteers

2) read material from National Reading Center (Right to Read), Washington, D. C.

3) suggest option

Post-Assessment

The student teacher will submit a written or oral plan and rationale to the cooperating teacher for evaluation.

TIP-004-ELP

Ach 1 2 3 | NA 4 | NU 5

Objective

The student teacher will design and utilize appropriate learning centers.

Pre-Assessment

see post-assessment.

Enabling Activities

1) read Kaplan et als. Change for Children

2) read project CIRP Idea Book

3) find alternative activities

Post-Assessment

1) The student teacher will submit his design for a learning activities center to the cooperating teacher for evaluation. The cooperating teacher will observe the student teacher to determine if the center is being utilized.

TIP-005-ELP	Ach			NA	NU
	1	2	3	4	5

Objective

The student teacher will employ appropriate teaching aids.

Pre-Assessment

none

Enabling Activities

1) use chalkboard, ditto masters.

2) use overhead projector, slide projector, film projector

3) use tape recorders, video tape, models, etc.

4) suggest options

Post-Assessment

1) The student teacher will be observed and evaluated by the cooperating teacher.

TIP-006-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate that he has identified any special learning disabilities which might be present in the classroom.

Pre-Assessment

none

Enabling Activities

1) obtain written materials from specialist

2) attend seminars with specialists regarding learning disabilities

3) take course on learning disabilities

4) find alternative activities

Post-Assessment

1) The student teacher will submit a written or oral rationale to the cooperating teacher for evaluation.

2) The student teacher will be observed and evaluated by the cooperating teacher.

TIP-007-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will identify and distinguish the various learning styles of pupils in his classroom.

Pre-Assessment

see post-assessment

Enabling Activities

1) attend seminars

2) suggest options

3) read Garry and Kingsley The Nature and Conditions of Learning

4) read Frostig Movement Education: Theory & Practice

5) read Hewett The Emotionally Disturbed Child in the Classroom

Post-Assessment

The student teacher will submit a written or oral rationale identifying the various learning styles of pupils in his classroom to the cooperating teacher for evaluation.

TIP-008-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will be able to accurately assess a pupil's total development - academic, emotional and social.

Pre-Assessment

none

Enabling Activities

1) refer to the reading and math module clusters

2) read Gary and Kingsley The Nature and Conditions of Learning

3) read Frostig Movement Education: Theory & Practice

4) read Hewett The Emotionally Disturbed Child in the Classroom

5) offer suggestions for options

Post-Assessment

The student teacher will submit a written or oral rationale to verify his evaluation of the pupil to the cooperating teacher for evaluation.

TIP-009-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will determine the specific strengths and weaknesses of individual students for appropriate classroom placement and instruction.

Pre-Assessment

see post-assessment.

Enabling Activities

1) use diagnostic test
2) use standardized test
3) use teacher conference
4) refer to cumulative records
5) find option

Post-Assessment

The student teacher will submit a written or oral rationale to the cooperating teacher for evaluation.

TIP-010-ELP

Ach NA NU

1 2 3 4 5

Objective

The student teacher will develop critical thinking and self-direction in the pupil.

Pre-Assessment

none

Enabling Activities

1) see Minicourse Effective Questioning

2) read Sanders Classroom Questioning

3) read Bloom Taxonomy

4) read Flander InterAction Analysis

5) read Harty and Monroe Objectives for Instructional Programs

6) read Amidon and Hunter Improving Teaching

7) read Gagne material

8) suggest alternatives

Post-Assessment

1) The student teacher will be observed and evaluated by the cooperating teacher

or

2) The student teacher will submit a written or oral rationale with video tape to the cooperating teacher for evaluation.

TIP-011-ELP

Ach NA NU

1 2 3 4 5

Objective

The student teacher will provide appropriate variety of activities and encourage pupil participation and interaction.

Pre-Assessment

none

Enabling Activities

1) see module TIP-010 enabling activities

2) suggest alternatives

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-012-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will give directions in clear, precise manner.

Pre-Assessment

none

Enabling Activities

1) see module TIP-010 enabling activities

2) suggest alternatives

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-013-ELP

Ach 1 2 3 NA 4 NU 5

Objective

The student teacher will demonstrate that he employs questioning techniques which result in pupil responses on the progressive cognitive levels.

Pre-Assessment

none

Enabling Activities

1) see module TIP-010 enabling activities

2) find options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-014-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher when leading questioning will call on all students taking into consideration their ability.

Pre-Assessment

none

Enabling Activities

1) see module TIP-010 enabling activities

2) suggest option

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-015-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will present materials in a logical and coordinated manner based upon the pupils' experiences and levels of understanding.

Pre-Assessment

none

Enabling Activities

1) see module TIP-010 enabling activities
2) read introductions to basal texts
3) hold interviews with pupils
4) suggest alternatives

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-016-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate the ability to involve all pupils in a discussion.

Pre-Assessment

none

Enabling Activities

1) see module TIP-010 enabling activities

2) assume the following roles to foster classroom discussion (leader, part of group, facilitator, devil's advocate, advisor, etc.)

3) offer option

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-017-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will establish good rapport with his pupils.

Pre-Assessment

none

Enabling Activities

1. read Amidon and Hunter Improving Teaching
2. read Greenberg Teaching with Feeling
3. use Flander's Interaction Analysis
4. read Kaplan and others Change for Children
5. read mini-course Effective Questioning
6. see CIRP Idea Book
7. read Meil Freedom: Not License
8. read from Bruner, Holt, Glasser, Kohl, Rogers
9. observe other classrooms and other school systems
10. propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-018-ELP

Ach	NA	NU
1 2 3	4	5

Objective

The student teacher will create a positive learning atmosphere in the classroom and will handle pupil behavior creatively.

Pre-Assessment

none

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4) read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Meil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-019-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will establish mutual respect between the teacher and pupil.

Pre-Assessment

none

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4) read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Neil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-020-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will create a climate open to reciprocal learning experiences.

Pre-Assessment

none

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4. read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Meil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-021-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will establish a learning environment wherein the pupils interests and talents are developed through creative activities.

Pre-Assessment

none

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4) read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Neil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-022-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will create a learning environment which will capitalize on children's creativeness in developing activities.

Pre-Assessment

none

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4) read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Meil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-023-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate consistency in working with children.

Pre-Assessment

none

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4) read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Meil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-024-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will teach well-prepared, well-organized and interesting lessons.

Pre-Assessment

none

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4) read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Neil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

TIP-025-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will maintain an organized classroom consistent with his educational philosophy.

Pre-Assessment

see post-assessment

Enabling Activities

1) read Amidon and Hunter Improving Teaching
2) read Greenberg Teaching with Feeling
3) use Flander's Interaction Analysis
4) read Kaplan and others Change for Children
5) read mini-course Effective Questioning
6) see CIRP Idea Book
7) read Neil Freedom: Not License
8) read from Bruner, Holt, Glasser, Kohl, Rogers
9) observe other classrooms and other school systems
10) propose options

Post-Assessment

The student teacher will justify in written or oral form his classroom organization to the cooperating teacher.

TIP-026-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will demonstrate his awareness and concern for the physica' and psychological well-being of his pupils as shown in the physical atmosphere of the classroom.

Pre-Assessment

none

Enabling Activities

1. provide a quiet area for students who need one
2. provide activity or game areas.
3. read Amidon and Hunter Improving Teaching
4. read Greenberg Teaching with Feeling
5. use Flander's Interaction Analysis
6. read Kaplan and others Change for Children
7. read mini-course Effective Questioning
8. see CIRP Idea Book
9. read Meil Freedom: Not License
10) read from Bruner, Holt, Glasser, Kohl, Rogers
11) observe other classrooms and other school systems
12) propose options

Post-Assessment

The student teacher will submit written or oral rationale to justify the physical atmosphere of his classroom which will be evaluated by the cooperating teacher.

TIP-027-ELP

Ach			NA	NU
1	2	3	4	5

Objective

The student teacher will attend to the proper physical setting of the room. (ex. lighting, heat, safety features, movement, etc.)

Pre-Assessment

none

Enabling Activities

1) principal's seminar
2) school rules
3) read Amidon and Hunter Improving Teaching
4) read Greenberg Teaching with Feeling
5) use Flander's Interaction Analysis
6) read Kaplan and others Change for Children
7) read mini-course Effective Questioning
8) see CIRP Idea Book
9) read Meil Freedom: Not License
10) read from Bruner, Holt, Glasser, Kohl, Rogers
11) observe other classrooms and other school systems
12) propose options

Post-Assessment

The student teacher will be observed and evaluated by the cooperating teacher.

APPENDIX C

Module Cluster: Reading Instruction

Reference: ELP

Program: Eastern Connecticut State College, Willimantic, Connecticut
and
Ledyard School System, Ledyard, Connecticut

Component: Student Teaching in the Elementary School

Module Cluster: Reading Instruction

Developers: Mr. Thomas F. Arico, Juliet W. Long School, Ledyard

Mr. John L'Homme, Juliet W. Long School, Ledyard

Mrs. Madelyn Mammone, Juliet W. Long School, Ledyard

Dr. Edgar P. Martin, Eastern Connecticut State College

Mr. F. Robert Sandin, Ledyard Center School, Ledyard

Director: Dr. William E. Billingham, Eastern Connecticut State College, Willimantic, Connecticut

Date of Development: Summer 1973

8/16/73
T.F.A.
E.P.M.

READING INSTRUCTION

OVERVIEW

Upon completion of the module cluster the student teacher will have developed competencies in the instruction of reading which will enable him to implement these skills in such a manner that learning takes place effectively.

OBJECTIVES

Given a variety of reading placement tests the student teacher will administer and evaluate at least three of these to six pupils to determine reading levels.

PRE-ASSESSMENT

(see post-assessment)

Exhibit proficiency in administering a minium of three of the below mentioned activities.

ENABLING ACTIVITIES

1. administer IRI
2. administer Botel
3. administer basal reading inventory
4. administer SRA reading inventory
5. student teacher option
6. see appendix

POST ASSESSMENT

The student teacher will submit inventories with the results and his placement of the pupils to the cooperating teacher for evaluation.

OBJECTIVE

Strengths and weaknesses of at least six individual pupils will be determined by the student teacher administering one or more diagnostic instruments.

PRE-ASSESSMENT

(see post-assessment)

ENABLING ACTIVITIES

1. administer parts of the Cooper-McGuire word attack skills program
2. analyze the California Test of Basic Skills in reading
3. prepare and use a diagnostic test
4. student teacher option
5. administer parts of a comprehension skills test (ex. Cooper-Bumpus)
6. see appendix

POST ASSESSMENT

The student teacher will submit his test with the results and his diagnosis of the pupils to a cooperating teacher for evaluation.

OBJECTIVE

The student teacher in cooperation with the cooperating teacher will assist in the organization of one reading group previously tested under modules A and B, employing two of the following activities.

PRE-ASSESSMENT

Completion of modules A and B and written rationale for group organization.

ENABLING ACTIVITIES

1. participate in a conference with the cooperating teacher to determine rationale for present reading groups
2. develop an individualized reading program for one group
3. use a Barbe check list
4. student teacher option
5. see appendix

POST ASSESSMENT

The student teacher will provide written/oral rationale for grouping patterns.

OBJECTIVE

The student teacher will plan a reading program for use with reading groups and/or individuals, including the selection of appropriate reading materials, by incorporating seven different activities.

PRE-ASSESSMENT

NONE

ENABLING ACTIVITIES

1. prepare lessons and materials for the instruction of reading groups
2. select reading materials of an appropriate reading level and interest to correct specific reading weaknesses (skill emphasis)
3. use basal reader
4. use supplemental reading materials
5. prepare a bibliography for a reading group or individual
6. develop a reading interest center
7. student teacher option
8. see appendix

POST ASSESSMENT

The student teacher will justify the planning and selection of reading materials with a written/oral rationale to be evaluated by the cooperating teacher.

OBJECTIVE

The student teacher will implement at least seven procedures for reading instruction.

PRE-ASSESSMENT

NONE

ENABLING ACTIVITIES

1. introduce a new story
2. introduce new vocabulary
3. use a teacher's manual
4. use reinforcement skills lesson
5. use enrichment activities (drama, art, music, story reading and story telling, etc.)
6. use oral reading
7. use reading workbooks
8. use supplemental materials
9. construct and use reading game
10. student teacher option
11. see appendix

POST ASSESSMENT

1. The student teacher will video tape one or more reading lessons which contain the seven procedures chosen by the student teacher, to be evaluated and discussed with the cooperating teacher.

OR

2. The student teacher will submit a written/oral self-evaluation of the reading lessons to the cooperating teacher for evaluation.

OBJECTIVE

The student teacher will aid in the evaluation of reading groups with the use of two evaluation devices.

PRE-ASSESSMENT

(see post-assessment)

ENABLING ACTIVITIES

1. keep anecdotal records of a reading group
2. use comprehension skills test
3. administer end of the book test
4. analyze achievement test results
5. conduct individual pupil conference
6. evaluate daily work of pupils to justify present placement (workbook, oral reading, written work, etc.)
7. student teacher option
8. see appendix

POST ASSESSMENT

The student teacher will analyze evaluation devices and results to the satisfaction of the cooperating teacher.

OBJECTIVE

The student teacher will provide structure, organization, and explanation prior to and during the reading period to prevent unnessary confusion.

PRE-ASSESSMENT

NONE

ENABLING ACTIVITIES

1. use of Flander's Interaction Analysis
2. view mini-course on Affective Questioning
3. use chalk board as a tool to give directions and assignments
4. use supplementary devices (games, machines, etc.)
5. student teacher option
6. see appendix

POST ASSESSMENT

1. The student teacher will video tape a reading lesson and discuss and evaluate with the cooperating teacher.

OR

2. The student teacher will be observed during a reading lesson by the cooperating teacher to be followed by a discussion and evaluation.

OBJECTIVE

The student teacher will plan activities to develop independent, interested readers through use of four different procedures.

PRE-ASSESSMENT

NONE

ENABLING ACTIVITIES

1. reading interest inventory
2. reading interest center
3. utilization of the library
4. utilization of book clubs
5. use incentive devices (bulletin boards, reading wheel, etc.)
6. use story reading and story telling
7. student teacher option
8. see appendix

POST ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

OBJECTIVE

The student teacher will implement two procedures for reading in the content area.

PRE-ASSESSMENT

NONE

ENABLING ACTIVITIES

1. SQ3R (Survey, Question, Read, Recite, Review)
2. Directed reading
3. Study Skills - glossary, index, table of contents, use of the dictionary, outlining
4. Student teacher option

POST ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

OBJECTIVE

The student teacher will use knowledge of the pupil's reading ability and reading materials to determine continuous progress in reading by utilization of one of the following devices.

PRE-ASSESSMENT

Successful completion of all previous reading modules and written/oral rationale for determining continuous progress in reading.

ENABLING ACTIVITIES

1. administer the end of the book test to a reading group or individual.
2. discuss the outcomes of formal and informal testing with the remedial reading teacher.
3. provide a written/oral rationale for the next step after testing the group or pupil's reading program (example-reading progress report to be placed in cumulative folder at the end of the school year.
4. student teacher option

POST ASSESSMENT

The student teacher will submit to the cooperating teacher results of the instrument used and be prepared to give rationale written or oral.

APPENDIXES

REPRESENTATIVE READING AND STUDY SKILL TESTS

Botel Reading Inventory, Follet Publishing Company, 1010 W. Washington Blvd., Chicago 7, Ill. Grades 1-12. One form. Phonics mastery, word recognition, word comprehension; reading; listening.

Diagnostic Reading Scales (SPACHE), California Test Bureau, Del Monte Research Park, Monterey, California. Grades 1-8. One form. Materials for individual diagnosis of difficulties.

Dolch Basic Sight Word Test. Garrard Press, 119 W. Park Ave., Champaign, Ill. Assigned to no specific grade. Untimed. Recognition of 220 words in the Dolch Basic Word List.

Durrell Analysis of Reading Difficulty. Harcourt, Brace & World, Inc., New York 17, N.Y. Grades 1-6. Materials for individual diagnosis of reading difficulties.

Gates-McKillop Reading Diagnostic Tests. Bureau of Publications. Teachers College, Columbia University, 525 W. 120 St., N.Y.27, N.Y. Grades 1-8. Materials for individual diagnosis of difficulties.

Gilmore Oral Reading Tests. Harcourt, Brace & World, Inc., New York 17, N.Y. Grades 1-8. Used to diagnose reading difficulties.

Iowa Every-Pupil Tests of Basic Skills. Houghton Mifflin Co., 2 Part St., Boston 7, Massachusetts. Grades 3-9. Group test. Used to diagnose vocabulary and paragraph comprehension.

Metropolitan Achievement Tests; Reading. Harcourt, Brace & World, Inc. [illegible] York 17, N.Y. Grades 1-8. Used to test paragraph comprehension and vocabulary.

Scholastic Diagnostic Reading Test. Scholastic Testing Service, Inc., 3774 West Devon Ave., Chicago 45, Ill. Grades 1-9. Tests word recognition, vocabulary, study skills, comprehension.

Silvaroli: Classroom Reading Inventory. Wm. C. Brown Company Publishers, Dubuque, Iowa. Grades 1-6. Materials for individual diagnosis of difficulties.

SRA Achieving Series: Reading. Science Research Associates, Inc., 57 W.Grand Ave., Chicago 10, Ill. Grades 1-9.

TEACHING AND READING SOURCES

BARBE, W.B., Teaching Reading: selected materials. New York: Oxford University Press, 1965. Includes a check list for grade level individual reading skills.

BETTS, E. A., Foundations of Reading Instruction. New York; American Book, 1957.

DURRELL, D.D., Improving Reading Instruction. New York; Harcourt, Brace & World, 1956.

GRAY, W.S., On Their Own In Reading. 2nd ed. Chicago: Scott, Foresman, 1960.

LARRICK, NANCY, A Teacher's Guide To Children's Books. Columbus, Ohio; Merrill, 1960.

RUSSELL, D.H., Children Learn To Read. 2nd ed. Boston: Ginn, 1961.

SMITH, NILA B., Graded Selections For Informal Reading Diagnosis: Grades 1-3. New York: New York University Press, 1959.

SPACHE, G.D., Reading In The Elementary School. Allyn and Bacon, 1964.

VEATCH, JEANNETTE, Individualizing Your Reading Program. New York: Putnam, 1959.

SAMPLING OF RESOURCE MATERIALS

"CIRP" Cooperative Individualized Reading Project: IDEA BOOK. Joseph J. Lipp, Project Director. University of Bridgeport, Bridgeport, Conn. Excellent selection of ideas and information for opening communication and individualizing instruction in a total classroom environment.

"RESCUE" A Handbook of Activities to Motivate The Teaching of Elementary Remedial Reading. Nancy A. Hall. Educational Service, Inc. P.O. Box 219, Stevensville, Mich.
Excellent techniques, suggestions and approaches to help classroom teachers identify and cope with children who have learning problems.

"SPICE" A Handbook of Classroom Ideas to Motivate the Teaching of Primary Language Arts. Esther Shumaker, Educational Service, Inc. P.O. Box 319, Stevensville, Michigan, Many games, activities and projects.

How to Teach Reading With Children's Books. Jeannette Veatch, Citation Press, New York, N. Y. 1969.

Teacher's Resource Book For Developing Children's Perceptual Skills in Reading: Mary Horan and Eleanor O'Donovan. Mediax, Inc. 21 Charles Street, Westport, Connecticut.

Reading Aids Through The Grades: David H. Russell and Etta E. Karp. Bureau of Publications, Teachers College, Columbia University, New York 27, N.Y. Aids teachers in providing for individualized, differentiated, and broad reading activities.

Listening Aids Through The Grades: David H. Russell and Elizabeth P. Russell. Teachers College Press, Teachers College, Columbia University, New York. Many practical suggestions for instruction in listening skills.

GRADE TEACHER, Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. Grades 1-6.

INSTRUCTOR, The Instructor Publications, Inc., P.O. Box 6108, Duluth, Mn., Grades 1-6.

SAMPLING of AUDIO-VISUAL MATERIALS

Children's Series 10", 12", Folkways Records and Service Corporation, 121 47th Street, New York 36, N.Y.

Coronet Films, Coronet Films, Inc., Dept. RT-961, Coronet Building, Chicago 1, Illinois.

EDL Filmstrips. Educational Development Laboratories. 75 Prospect St., Huntington, New York.

Filmstrips for Practice in Phonetic Skills, Scott, Foresman & Co., 433 East Erie Street, Chicago 11, Illinois.

EDL Tach-X Tachistoscope, Educational Development Laboratories, 75 Prospect St., Huntington, N.Y.

Controlled Reader, Educational Development Laboratories, 75 Prospect St., Huntington, New York.

Language Master System, Audio Visual Products Division, 7100 McCormick Road, Chicago, Illinois.

Imperial Supplemental Tapes, Imperial International Learning, Box 548, Kankakee, Illinois.

Reading Motivation Filmstrips and Records, International Book Corp., 7300 Biscayne Boulevard, Dept. 902, Miami, Florida.

APPENDIX D

Module Cluster:* Math Instruction

* Since the enabling activities and the assessments are not yet completed for this cluster, the following is a list of the objectives for it.

MATH INSTRUCTION OBJECTIVES

1. The student teacher will demonstrate a knowledge and understanding of the math continuum as it applies to grades K - 8.

2. The student teacher will correlate the teaching of mathematics with other subject areas. (Relevance)

3. The student teacher will identify the mathematical process of moving from the concrete to the abstract.

4. The student teacher will employ a variety of strategies in the teaching of mathematics.

5. The student teacher will utilize current materials related to the teaching of math.

6. The student teacher will demonstrate an understanding of the current learning and development theories.

7. The student teacher will demonstrate a proficiency in all of the mathematical areas included in the continuum.

8. The student teacher will define the mathematical terminology related to his teaching assignment.

9. The student teacher will identify the strengths and weaknesses of pupils in mathematics through diagnosis.

10. The student teacher will exhibit a positive attitude toward the teaching of mathematics.

11. The student teacher will structure his math program to meet the individual differences of pupils. (speed, achievement levels)

12. The student teacher will integrate a variety of materials into his math program. (manipulative materials, games, etc. - number line)

13. The student teacher will use knowledge of the pupil's mathematical ability to determine continuous progress in mathematics.

14. The student teacher will prescribe materials and activities suitable to the needs of the individual pupil.

15. The student teacher will utilize a variety of materials in the teaching of mathematics.

16. The student teacher will identify and define his instructional objectives for the teaching of mathematics.

17. The student teacher will identify and convey the sequential process involved in problem solving.

18. The student teacher will utilize appropriate drills to reinforce learning in mathematics.

APPENDIX E

Module Cluster: Professional Relationship

Reference: ELP

Program: Eastern Connecticut State College, Willimantic, Connecticut
and
Ledyard School System, Ledyard, Connecticut

Component: Student Teaching in the Elementary School

Module Cluster: Professional Relationship

Developers: Mr. Thomas F. Arico, Juliet W. Long School, Ledyard

Mr. John L'Homme, Juliet W. Long School, Ledyard

Mrs. Madelyn Mammone, Juliet W. Long School, Ledyard

Dr. Edgar P. Martin, Eastern Connecticut State College

Mr. F. Robert Sandin, Ledyard Center School, Ledyard

Director: Dr. William E. Billingham, Eastern Connecticut State College, Willimantic, Connecticut

Date of Development: Summer 1973

8/15, 1973
T.F.A.
E.P.M.

Professional Relationships

Overview

Upon completion of this module cluster the student teacher will be able to interact with peers, administration, staff, pupils, and the community in a professional manner.

Cluster Prerequisite

Official acceptance into the student teaching program.

Modules Within the Cluster

TPR-001-ELP---Interact with Peers and Staff

TPR-002-ELP---Evaluation by Supervisors

TPR-003-ELP---Self-Improvement

TPR-004-ELP---Roles of Staff

TPR-005-ELP---Professionalism

TPR-006-ELP---Responsibility

TPR-007-ELP---Other Points of View

TPR-008-ELP---Dependability and Flexibility

TPR_009-ELP---Positive Development of Pupil

TPR-010-ELP---Conduct

TPR-011-ELP---Teacher-Pupil Relations

TPR-012-ELP---Mutual Respect

TPR-013-ELP---Interaction with Parents and Community

TPR-014-ELP---Communication with Parents

TPR-015-ELP---School-Community Activity

TPR-016-ELP---Community Resources

TPR-001-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will interact with his peers, other school staff, and the system in a professional manner.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) join professional organizations
2) attend school, staff, and association meetings
3) student opts
4) attend PTA meetings
5) make home visits
6) tour town
7) visit other classroom/s
8) attend seminars
9) read professional literature
10) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-002-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE The student teacher will be receptive to the evaluation and constructive criticism of supervisors and administrators.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) join professional organizations
2) attend school, staff, and association meetings
3) student opts
4) attend PTA meetings
5) make home visits
6) tour town
7) visit other classroom/s
8) attend seminars
9) read professional literature
10) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-003-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will institute positive action towards self-improvement based upon the suggestions of supervisors and administrators.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) join professional organizations
2) attend school, staff, and association meetings
3) student opts
4) attend PTA meetings
5) make home visits
6) tour town
7) visit other classroom/s
8) attend seminars
9) read professional literature
10) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-004-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will demonstrate that he is knowledgeable about the roles and activities of all members of the school staff.

PRE-ASSESSMENT

See post-assessment.

ENABLING ACTIVITIES

1) join professional organizations
2) attend school, staff, and association meetings
3) student opts
4) attend PTA meetings
5) make home visits
6) tour town
7) visit other classroom/s
8) attend seminars
9) read professional literature
10) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will submit a written or oral rationale explaining the roles and activities of all staff members to the cooperating teacher for evaluation.

TPR-005-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will complete assigned tasks with high professional standards.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) join professional organizations
2) attend school, staff, and association meetings
3) student opts
4) attend PTA meetings
5) make home visits
6) tour town
7) visit other classroom/s
8) attend seminars
9) read professional literature
10) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-006-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will accept responsibility readily.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) join professional organizations
2) attend school, staff, and association meetings
3) student opts
4) attend PTA meetings
5) make home visits
6) tour town
7) visit other classroom/s
8) attend seminars
9) read professional literature
10) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-007-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will listen to the opinions of others.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) join professional organizations
2) attend school, staff, and association meetings
3) student opts
4) attend PTA meetings
5) make home visits
6) tour town
7) visit other classroom/s
8) attend seminars
9) read professional literature
10) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will be observed and evaluated by cooperating teacher.

TPR-008-ELP	A	C	H	NA	NU
	1	2	3	4	5

OBJECTIVE The student teacher will demonstrate dependability and flexibility.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) have planned lessons ready on time
2) capitalize on "teachable moments"
3) join professional organizations
4) attend school, staff, and association meetings
5) student opts
6) attend PTA meetings
7) make home visits
8) tour town
9) visit other classroom/s
10) attend seminars
11) read professional literature
12) hold discussions with other professionals

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-009-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will demonstrate a working philosophy emphasizing the positive development of the pupil.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend school, staff, and association meetings
2) attend PTA meetings
3) make home visitation
4) attend seminars
5) read Today's Education
6) read Educational Digest
7) read Learning: the Magazine for Creative Teaching
8) read from Bruner, Glasser, Holt, and Kohl (see student teaching bibliography.)
9) see suggested reading list for Reading Instruction Module Cluster.
10) student opts

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-010-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher's conduct will show interest in the child's development.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend school, staff, and association meetings
2) attend PTA meetings
3) make home visitation
4) attend seminars
5) read Today's Education
6) read Educational Digest
7) read Learning: the Magazine for Creative Teaching
8) read from Bruner, Glasser, Holt,and Kohl (see student teaching bibliography
9) see suggested reading list for Reading Instruction Module Cluster
10) student opts

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-011-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will develop self-reliance in the pupil through planned activities and informal interaction.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend school, staff, and association meetings
2) attend PTA meetings
3) make home visitation
4) attend seminars
5) read Today's Education
6) read Educational Digest
7) read Learning: the Magazine for Creative Teaching
8) read from Bruner, Glasser, Holt, and Kohl (see student teaching bibliography)
9) see suggested reading list for Reading Instruction Module Cluster
10) student opts

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-012-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will interact with each child in a manner demonstrating the same respect and consideration that he would expect for himself.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend school, staff, and association meetings
2) attend PTA meetings
3) make home visitation
4) attend seminars
5) read Today's Education
6) read Educational Digest
7) read Learning: the Magazine for Creative Teaching
8) read from Bruner, Glasser, Holt, and Kohl (see student teaching bibliography)
9) see suggested reading list for Reading Instruction Module Cluster.
10) student opts

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-013-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will interact with the community and parents of his pupils in a professional manner.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend PTA meetings
2) make home visitation
3) tour town
4) attend Board of Education meeting
5) attend Town Meeting
6) student option
7) write a letter to parents

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-014-ELP

A	C	H	NA	MU
1	2	3	4	5

OBJECTIVE

The student teacher will communicate constructively with parents.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend school, staff, and association meetings
2) attend PTA meetings
3) make home visitation
4) attend seminars
5) read Today's Education
6) read Educational Digest
7) read Learning: the Magazine for Creative Teaching
8) read from Bruner, Glasser, Holt, and Kohl (see student teaching bibliography
9) see suggested reading list for Reading Instruction Module Cluster.
10) student opts

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-015-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will participate in school-community activities.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend school, staff, and association meetings
2) attend PTA meetings
3) make home visitation
4) attend seminars
5) read Today's Education
6) read Educational Digest
7) read Learning: the Magazine for Creative Teaching
8) read from Bruner, Glasser, Holt, and Kohl (see student teaching bibliography)
9) see suggested reading list for Reading Instruction Module Cluster
10) student opts

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.

TPR-016-ELP

A	C	H	NA	NU
1	2	3	4	5

OBJECTIVE

The student teacher will use community resources.

PRE-ASSESSMENT

None

ENABLING ACTIVITIES

1) attend school, staff, and association meetings
2) attend PTA meetings
3) make home visitation
4) attend seminars
5) read Today's Education
6) read Educational Digest
7) read Learning: the Magazine for Creative Teaching
8) read from Bruner, Glasser, Holt, and Kohl (see student teaching bibliography)
9) see suggested reading list for Reading Instruction Module Cluster.
10) student opts

POST-ASSESSMENT

The student teacher will be observed and evaluated by the cooperating teacher.